



Unseen Poetry

Knowledge Organiser

Poetry: A (short) Introduction

DEFINITION	A poem is defined as a piece of writing in which the expression of feeling and ideas is intensified by rhyme, rhythm and imagery.
TOPICS	Poems are usually about a person, a place, an event, a memory or reflection (thinking of feelings about something). They are often observations of very small details.
STRUCTURE	Poems can be regular or irregular. A regular poem may contain all or most of the following – regularity (or similarity) in rhyme, metre (the structure of the rhythm), line length, stanza length. An irregular poem will break these patterns, deliberately. Always think about why – Why is the poem regular? Why is it irregular?
REGULAR	Regularity in poems often suggests something has been thought about for a long time – a deep and considered reflection. It is also used to juxtapose the topic, creating a lyrical, happy sound for something that is dark and frightening. Regular poems may suddenly break the pattern to stop the reader and force them to pause and reflect.
IRREGULAR	Irregularity in poems can suggest sudden thoughts, reflections and observations, for example a sudden memory. It can also show disharmony – problems and conflict.
FORM	There are 'rules' that poets would traditionally follow. Different forms, for example the sonnet, would be used for different kinds of topics (the sonnet was typically used for love poetry). When poets break these rules, it is important to think why.
IMAGERY	Imagery is key to poetry. Symbolism (using something to represent something else) can be seen throughout these poems. Animals are often imagined like people, as is nature. Poems often contain allusions (comparisons & references) to other stories or scenes familiar to us. Look for symbols.
PUNCTUATION	Punctuation is important in poetry. Stops and pauses in lines (caesura) created with full-stops, commas, dashes etc. force a pause and a moment of reflection, they slow the pace. When there is no punctuation from one line to the next (enjambment) this has the effect of making the idea or thought run on. This could show emotions running out of control or disorganised, instant thoughts.
JOURNEY	Poets take the reader on a journey. Where we end up may or may not be at the same point in terms of feelings & ideas. What has changed and why? If nothing has changed, why not? Always link back to the topic.

POETRY GLOSSARY

Alliteration: The repetition of identical consonant sounds, most often the sounds beginning words, in close proximity. Example: pensive poets, nasty nattering name callers

Allusion: A reference to something or quotation that the poet thinks the reader will recognize.

Anaphora: Repetition of the same word or phrase at the beginning of a line.

Assonance: The repetition of identical vowel sounds in different words in close proximity. Example: deep green sea.

Caesura: A short but definite pause used for effect within a line of poetry. Can be created with full stop, comma, dash.

Consonance is the repetition of consonant sounds in words where main vowels differ. Example: shadow meadow; pressed, passed;

Couplet: two successive rhyming lines. Couplets end the pattern of a Shakespearean sonnet.

Diction: Diction is usually used to describe the level of formality that a speaker uses.

•Diction (formal or high): Proper, elevated, elaborate, and often polysyllabic language. This type of language used to be thought the only type suitable for poetry

•Diction (informal or low): Relaxed, conversational and familiar language.

Enjambment A line having no end punctuation but running over to the next line.

Extended Metaphor: an extended comparison of two things that uses a number of examples to prove the similarity

Hyperbole (overstatement) and litotes (understatement): Hyperbole is exaggeration for effect; litotes is understatement for effect, often used for irony.

Imagery: Images are references that trigger the mind to fuse together memories of sight (visual), sounds (auditory), tastes (gustatory), smells (olfactory), and sensations of touch (tactile).

Juxtaposition: Placing of two contrasting things or ideas close together for emphasis. Example: The icy wind warmed his heart.

Metaphor: A comparison between two unlike things, this describes one thing as if it were something else. Does not use "like" or "as" for the comparison (see **simile**).

Meter: The number of feet within a line of traditional verse. Example: iambic pentameter.

Onomatopoeia. A blending of consonant and vowel sounds designed to imitate the activity being described. Example: buzz, slurp.

Oxymoron: Placing of two contrasting things or ideas next to each other for effect. Example: dead smile , joyous pain.

Personification: Giving human characteristics to non-human things.

Repetition: Repeating a word or idea throughout a poem to emphasise it and create a symbol/motif (a idea repeated throughout)

Rhyme: The repetition of identical concluding syllables in different words, most often at the ends of lines. Example: June--moon.

Rhyme scheme: The pattern of rhyme, usually indicated by assigning a letter of the alphabet to each rhyme at the end of a line of poetry.

Semantic field: A group of words connected by topic or theme, that links the main idea of the poem together.

Simile. A direct comparison between two dissimilar things; uses "like" or "as" to state the terms of the comparison.

Sonnet: A closed form consisting of fourteen lines of rhyming iambic pentameter.

Shakespearean or English sonnet: 3 quatrains and a couplet, often with three arguments or images in the quatrains being resolved in the couplet. Rhyme scheme: abab cdcd efef gg

Stanza: A group of poetic lines corresponding to paragraphs in prose; the meters and rhymes are usually repeating or systematic.

Syntax: Word order and sentence structure.

Truncated line: A line stopped short missing syllables, halting the rhythm.

Writing about poetry

Your response to the poem should answer the Key Question. The questions before writing will help you with ideas, key words and phrases.

You should be able to summarise your 2 point/argument statements using key vocabulary, which you then explain with evidence and analysis.

WHAT is the poet doing?

HOW is the poet doing it?

WHY is the poet doing it?

You should aim to:

- make 2 clear point/argument statements
- give evidence and identify technique
- explain the words/phrase meaning and why you think the poet chose them
- explain the impact on the reader

Words for analysis:

suggests
symbolises
juxtaposes
alludes to
the reader can infer
implies
highlights
establishes a sense of
signifies
conveys
conjures up an image of
give the impression of
has connotations of
personifies
compares
embodies

Example: How does the poet present the 'city'? The poet personifies the city as something cold and hard, that has been abused by humans. The repetition of references to metal and man-made materials, like concrete, give the impression of an unwelcoming place. The poem opens with the city explaining that his 'brain is stiff with concrete'. The adjective 'stiff' conjures up an image of an old man unable to move and grow naturally. This is repeated in the next line as the 'limbs are rods of steel'. The city is almost being tortured by the humans that live there.

WORDS TO DESCRIBE EMOTIONS, ACTIONS and QUALITIES

What is being communicated in the poem?

Happy	joyous content blessed triumphant (successful)
Sad	mournful sombre disheartened despairing gloomy
Problem	conflict turmoil difficulty complication disharmony
Pain	agony torment torture trauma discomfort struggle
Difficult	strenuous challenging gruelling demanding
Strong	powerful mighty forceful fierce formidable
Weak	delicate fragile timid powerless feeble
Alone	isolated solitary abandoned deserted forsaken
Angry	embittered indignant aggrieved resentful wrath despise
Love	tenderness warmth affection attachment fondness
Fear	terror dread trepidation ominous foreboding
Naughty	disobedient mischievous delinquent unruly
Pointless	futile hopeless aimless worthless
Change	alter transform convert replaced adapt
Grow	develop blossom bloom evolve mature
Think	reflect observe consider ponder